US Army Chaplain School
Ft Hamilton, New York
180800 Apr 63

File Nr _____

SUBJECT: Character Guidance for Career Students at USACHS

1. PROBLEM. To determine the purposes and objectives (behavioral) of the Character Guidance instruction given to Career students at US Army Chaplain School

2. ASSUMPTIONS.
   a. The chaplain will continue to have Special Staff responsibility for the Character Guidance Program.
   b. The instruction in Character Guidance will be a 30 hours block of instruction for Career students.
   c. The USACHS will continue in its present location.

3. FACTS BEARING ON THE PROBLEM.
   a. Communication depends as much on the reception of the receiver as it does on the signal of the sender.
   b. The supervisory chaplain, to be effective in the field of Character Guidance, must have some understanding of social and educational psychology and moral education.
   c. The effective chaplain in Character Guidance has defined and accepted (internalized) his clergy-in-the-military role.
   d. For a detailed explanation of these facts see Annex C.

4. DISCUSSION.
   a. The purposes of Character Guidance instruction are:
      (1) Prepare chaplains to assume a supervisory role in the Character Guidance Program.
      (2) Serve as a refresher course in methods of instruction, history of the Program and Army policy governing the Program.
      (3) Prepare the students to answer the questions of commanders and/or junior chaplains concerning the necessity of Character Guidance.
   b. The advantages of these purposes are:
      (1) These carry out the mission of the USACHS.
      (2) These use the principle of recall and build on previous training and experience.
      (3) If the supervisory chaplain is prepared to answer questions relating to the Program then vigorous command support, junior chaplain enthusiasm and troop participation will follow.
   c. The behavioral objectives for this course are: (for details see Annex B)
      (1) The student will be able to write a critique of Character Guidance instruction given by his subordinate chaplains.
      (2) The student chaplain will be able to organize a Program that includes all items found in AR 600-30.
      (3) The student will be able to make a written or oral defense of the Program.
   d. The disadvantages of these behavioral goals is that they do not give sharply defined standards of acceptable preformance. Unless (1) more time is given and (2) troop situations are made available this disadvantage must remain.

5. CONCLUSION. That paragraphs 4 a and 4 c of this study should be the purposes and objectives of Character Guidance instruction given Career students.

6. ACTION RECOMMENDED.
   a. That the conclusion in paragraph 5 be accepted.
   b. That the attached course outline be used in instruction given.(Annex A)

Swager

SWAGER
Ch(Capt) USA

ANNEXES: A-- Course Outline
B-- Behavioral Objectives
C-- Discussion of Facts
CONCURRENCES. None
NONCONCURRENCES. None
ANNEXES ADDED. None

ACTION BY APPROVING AUTHORITY.
Approved, (disapproved), including, (excluding) exceptions as noted.

_____
Signature

SUMMARY OF THE COURSE OUTLINE (USE OF CLASS HOURS)

1 hr - Introduction

1 hr - History and regulation of the Program

6 hrs - Research time spread thru the course at the proper places: 2 hrs, 1 hr, 3 hrs.

3 hrs - Consideration of what social psychology has to offer.

3 hrs - Consideration of what educational psychology has to offer.

1 hr - Consideration of moral education and it's application to the Program. This is a short allocation of time but the assumption is that clergymen have considerable background in this area.

5 hrs - Experience reports where students learn from each other.

5 hrs - Instructor "builds" on the experience reports to emphasize certain areas of interest (i.e. Character Guidance Councils, briefings of officers and NCO's, chaplains' briefings, handling of difficult situations, miscellaneous category).

2 hrs - Review of MOI, lesson plans and critiques.

2 hrs - Construction, resources and use of training aids.

1 hr - Review, summary and conclusion of the course.

30 hours total for the course

Annex A

COURSE OUTLINE FOR CHARACTER GUIDANCE INSTRUCTION

Hour #1

1. Outline the purposes of the course.
   a. Prepare chaplains to assume a supervisory role in the Character Guidance Program.
   b. Serve as a refresher course in methods of instruction, history of the Program and Army policy governing the Program.
   c. Prepare the students to answer the questions of commanders and/or junior chaplains concerning the necessity of Character Guidance.
2. Structure the conduct of the course and the student requirements.
   a. Conduct of the course:
      (1) Student attitude and experience reports will be written and later presented in class as a basis of classroom discussion.
      (2) Students will be expected to do certain work in the library for which class time will be allowed. Students will read at least one selection in the areas of social psychology, educational psychology and moral education.
      (3) The remainder of the class hours will be used by the instructor for conference-type presentations of a number of areas.
   b. Student requirements:
      (1) Each student will hand in a written report (not more than 500 words) on the library reading assignments. Each report (on the subjects listed in par 2 a.(2) above) will include the application the student feels can be made to Character Guidance instruction.
      (2) Each student will write either: (1) a lesson plan or (2) a defense of the Program. There is no specified length, however, 1,000 words is a good median.
      (3) Prepare for the School's weekly tests.
3. Allow remainder of the hour for experience report writing. Have each chaplain write out his general attitude toward the Program and write one experience that "sticks out" in his memory that best illustrates this basic attitude. The reports may be positive or negative.

Hour #2

1. Collect experience report papers.
2. Review what was done in the first hour and set the stage for this hour.

Annex A cont.

3. Discuss the history of the Program. Review how it "got going" in 1947 with the work of Chaplain Scharlemann and what has happened since then.

4. Review the basic regulations covering the Program.

5. Discuss the chaplain - commander role in the Program.

6. Hand out reading lists for library reading assignments.

Hours #3 & #4

1. Allow two hours for students to begin their reading reports. Work in the library.

2. It is suggested that they read in social or educational psychology first since these will be taken up before the moral education.

Hour #5

1. The instructor will now have an idea of student attitudes and from now on can "slant" the course as necessary to achieve the objectives.

2. Have the first of a series of experience reports from individuals and/or committees who wrote on any of the following areas: Character Guidance Councils, briefing of officers and NCO's, chaplain briefings, difficult situations or specialized audiences, and a miscellaneous category.

3. Save time after the presentation for class discussion and the student instructor's comments and/or answers.

Hour #6

1. The instructor spends this hour on the topic presented by the student(s) the hour previous. For example, if three students wrote on and presented reports on Character Guidance Councils, this hour would be spent in instruction on that topic.

2. If the class questions and discussion of the student presentation had not come to an end time could be given in this hour to continue the discussion.

Hours #7 thru #14

1. The pattern used in hours 5 and 6 would be used to cover the other four areas in two hour blocks; i.e. briefing of officers and NCO's, chaplain briefings, difficult situations and miscellaneous.

2. For the two hour block on miscellaneous several short reports may be used.

Hour #15

1. Reading report time to be spent in the library.
2. This is the final hour for the reading reports. The student is given a total of three hours for the three reading assignments.

Hours #16 thru #18

1. This is a three hour block on Social Psychology to be used by the instructor for lecture and conference presentation.
2. Here the student chaplain may very well get some insight about himself as well as his role with the learners (the men he serves). How are groups influenced and how does communication proceed? This is a wide field combining sociology and psychology.

Hours # 19 thru # 21

1. This is the second large block of instruction and is concerned with Educational Psychology.
2. Such areas as how do people learn, techniques for motivating students, transfer of learning, and general educational theory should be discussed.

Hour #22

1. This hour concludes the reading report area and is concerned with Moral Education.
2. The student chaplains have had previous training in this area. Since this area is important for those instructing in Character Guidance a review of recent writing in the field will be made.

Hours #23 thru #25

1. This is a three hour block for library work on either a lesson plan or defense of the Character Guidance Program. This is the student requirement outlined in par 2 b(2).
2. This work will be handed in at the end of hour #25.

Hours #26 & #27

1. Have a brief review of the methods of instruction. The Discussion Leaders Guide is a good reference.
2. Consider some of the student lesson plans. Ask some to present to the class how they plan to present the subject, how they choose a particular method and what the advantages and disadvantages are.

3. Lead the class into a discussion of how to evaluate a Character Guidance instruction period. Consider the critique a supervisory chaplain might give. (see FM 21-6 and form 7, p. 22 of ST 16-156, Instructional Methods for Chaplains, USACHS, July 1952)

Hours #28 & #29

1. Discuss the basic considerations of training aids. Discuss the psychological implications of what takes place from the learners point of view.
2. Orient the class on resources.
3. Show the class the film on the use of training aids.
4. If time permits discuss do-it-yourself ideas for training aids.

Hour #30

1. This is an open-end hour. The students may have questions or ideas that have been raised during the course for which no adequate time has been set aside.
2. If a new (and improved) film on Character Guidance is available use it as a summary of our subject.
3. Review the course. Where have we been, what have we tried to do and where are we going from here?

Annex A - Cont.

DISCUSSION OF THE BEHAVIORAL OBJECTIVES

1. Having accepted the purposes for this course of instruction the problem is to state the behavioral objectives in such a way as to be compatible and meaningful in relation to these purposes.

2. The criterion for writing and accepting these behavioral objectives is found in Preparing Objectives for Programmed Instruction by Robert F. Mager (San Francisco, Fearon Publishers, 1962).

a. It is difficult to write objectives for this type of course. Dr. Mager points out that if we say we can not write objectives then we can not know what the student has learned. In fact we can not demonstrate that we have taught the student anything.

b. Dr. Mager admits that it is not easy to write behavioral objectives for some courses but he holds that it can be done. For a complete discussion of this problem see chapter 6 of Mager, ibid.

3. Testing these behavioral objectives against the standards set by Dr. Mager we find the following to be true.

a. Dr. Mager's first criterion is:"Do they communicate?" In this he says a meaningfully stated objective is one that succeeds in communicating to the reader the writer's instructional intent.

(1) The three behavioral objectives of this course relate to the three purposes of the course in very specific ways.

(2) The three behavioral objectives do not cover the total range of possibility in each purpose but they do emphasize each of the areas covered in the purposes.

b. The second criterion is: "What will the learner be doing?" Dr. Mager says that a statement of objective is useful to the extent that it specifies what the learner must be able to do or perform when he is demonstrating his mastery of the objective. In so far as possible the objectives of this course specify the "do or perform" operation.

c. Finally:"How will you recognize success?" Dr. Mager says:"... we will have to have performance standards." In this course all objectives are written in such a way that the student can be "tested" for them.

Annex B

DISCUSSION OF FACTS BEARING ON THE PROBLEM

1. On the surface it would appear that paragraph 3 a should be part of paragraph 3 b. This is, however, an essential fact that is in effect a two-edged sword. Since this course deals with teaching teachers and supervisors (of the Character Guidance Program) what is said concerning the soldier-student is in some measure also true of the chaplain-student taking this course.

Communication theory can be, and often is, part of social psychology presentations. However in this course we must first "pitch" our instruction to the student chaplains. William H. Allen in the Encyclopedia of Educational Research (p. 122) says: "The importance of the characteristics of the learner upon the reception of instructional communications cannot be overemphaized."

Since this is true this first "fact" in the staff study deals with the instructor - student-chaplain relationship although this may be carried over into the chaplain soldier-student (i.e. the man receiving Character Guidance instruction) relationship.

Therefore this course must be structured so that this fact is recognized and utilized. This means that the classroom presentation of this course will allow for an on-going structuring of the objectives, student requirements and acceptable standards of work. This is provided in ANNEX A.

Also we will take into account student attitudes, values and previous experience. David K. Berlo in The Process of Communication (pp. 93-94) tells us man has a "desire to reduce his own tension by reducing ambiguity, reducing uncertainty about the nature of his environment." "What we 'get' from a communication situation depends on our own values, the society and culture in which we operate, our neurological capacity for prolonged tension, (and) the time tolerance we have that permits rewards to be 'delayed'."

It will be noted that the course outline in Annex A attenpts to recognize and use these facts of communication.

2. It is important that the chaplain has a basic understanding of educational psychology, social psychology and moral education. These three areas play a large part in understanding his role in the Character Guidance Program and also in his ability to instruct/supervise in the Program.

a. In the area of social psychology many things can be dealt with since social psychology is an interdisciplinary concept. Since we are concerned with the response of individuals in groups (or military

units) there are several good references. The text used currently is very good and should be continued (Maccoby, Newcomb and Hartley, Readings in Social Psychology, 3d edition).

In addition to this text there are other pertinent references available in the School library. Among these are:

(1) Social Psychology, by T.M. Newcomb, chaps. 6 & 7 on "Change and Persistence of Attitudes."

(2) Readings in Social Psychology, 1st ed., by Newcomb and Hartley, see parts 1 & 4 of section XIII "Mass Communication and Propaganda" and part 3 of section IX "Hitler and the Nazi Authoritarian Character Structure."

(3) Selected Readings in Social Psychology, by S.H. Britt, see part IV/32 "The Psychology of the Audience."

(4) The Process of Communication, by D.K. Berlo, see chap. 4 "Learning - Communication in a Personal Context." (see p. 4 of the Annex)

b. In the area of educational psychology we again have an interdisciplinary approach. Again the current text is good and has the advantage of being an economical paperback that the student can purchase (What Education Has to Learn from Psychology, by P.M. Symonds). In addition helpful material is available in:

(1) The Encyclopedia of Educational Research.

(2) Creativity in Teaching, by Alice Miel, chap. 5 "Development of Content." This chapter contains a discussion of what are refered to as the four curriculum contents necessary for creativity. These are: information, set of skills, feeling and repertoire of approaches. The course outline (Annex A) has been so constructed that the instructor will be able to accomplish these creative aspects.

(3) Readings in Educational Psychology, ed. by Morse and Wingo and Readings in Educational Psychology, ed. by Noll and Noll are both new and excellent.

c. The area of moral education receives the smallest number of classroom hours in the proposed course of instruction. Since the students are seminary trained clergymen they have already had training in this area. However since Character Guidance is instruction in moral education this field can not be omitted. Some helpful resources are:

(1) The Encyclopedia of Educational Research, (pp 184-191) "Character Education" with bibilography by Vernon Jones.

(2) Public School and Moral Education, by R.G. McCluskey who is a Roman Catholic priest.

(3) Moral Education in Family, School and Church, by C.E. Conover is from a Protestant point of view. (NOTE: This book is not in the School library.)

(4) Readings in Educational Psychology, ed. by Morse and Wingo, chap. 6 by Peck and Havinghurst.

(5) Dimensions of Character, by Ligon and an older expression of the same work, A Greater Generation, both tell the story of the Union College Character Research Project. This is refered to in several publications and Dimensions is recommended for Protestant chaplains.

3. Finally it is necessary to emphasize a thread of thought that runs through all of this discussion; namely, that the chaplain to be effective must have accepted his role in the Program.

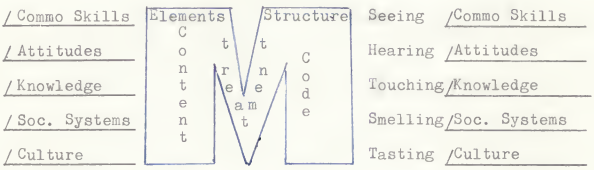
Perhaps, more than anything else, the "feeling" (or affect) of the chaplain helps or hinders his effectiveness. Merely telling the student chaplain about social psychology and the other areas of importance will be of little value if he does not accept his proper place of responsibility and find value in it.

Because this is so important the third purpose (par 4 a(3)) is entirely devoted to the Program and it's necessity.

Annex C Cont.

The Process of Communication, David K. Berlo, Holt, Rinehart and Winston, New York, 1960.

The S M C R ingredients of communication (p. 72):



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